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ABSTRACT

This study was conducted to gather and analyze information of a descriptive nature about curriculum materials centers and to determine staff members' perceptions regarding existing and desired conditions at the centers. The study included only those centers in teacher training institutions accredited by the National Council for the Accreditation of Teachers (NCATE). Data were collected utilizing a two part questionnaire. The first part sought descriptive information; the second consisted of an attitudinal survey containing 50 statements about 6 major areas of concern for curriculum materials centers. The areas of concern included the following: (1) policies/administration; (2) funding; (3) staffing; (4) services; (5) resources; and (6) physical facilities. A Likert scale was used to measure the respondents' perceptions regarding existing and desired conditions at the centers. Findings may be useful in assisting college/university administrators, teacher educators, education librarians, and curriculum center personnel in evaluating the existing conditions at their centers or in planning new ones. The document contains six tables of descriptive data and the attitudinal survey, including the compiled mean for both the desired and existing conditions for all participating curriculum materials centers. (LL)

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[A Survey of Curriculum Materials
Centers in Teacher Education
Institutions.]

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ABSTRACT

Curriculum Materials Centers In Teacher Training Institutions

The purpose of this study was to determine the curriculum materials center staff members' perception regarding the existing and desired conditions at their centers and also to gather data of a descriptive nature about them. The study included only those centers in teacher training institutions accredited by the National Council For The Accreditation Of Teacher Education.

The data gathering instrument was a two part questionnaire. Part 1 sought descriptive information while part 2 consisted of an attitudinal survey containing fifty statements about six major areas of concern for curriculum materials centers. The areas of concern included the following: 1) policies/administration, 2) funding, 3) staffing, 4) services, 5) resources, and 6) physical facilities. A Likert scale was used to measure the respondents' perceptions regarding the existing and desired conditions at the centers.

The results of the study was not meant to serve as a blueprint for designing uniform centers nor was it meant to formulate a set of rigid standards for centers; however, the findings may be useful in assisting college/university administrators, teacher educators, education librarians, curriculum center personnel in evaluating the existing conditions at their centers or in planning new ones.

Curriculum materials centers have existed in colleges and universities in the United States since the early 1880's.¹ However, the Textbook and Curriculum Services Library, which was organized at Western Michigan State College in Kalamazoo in 1922, has been recorded as the first facility designed expressly for the purpose of curriculum development.² One hundred and seven centers were found to be in operation in colleges and universities during the late 1930's³. A survey completed by James as part of her doctoral dissertation in 1963 revealed the existence of three hundred and sixty-three curriculum centers in institutions of higher learning accredited by the National Council For Accreditation Of Teacher Education.⁴ The growth of curriculum materials centers in the United States has continued unabated over the years. A recent study by Toifel indicated the existence of five hundred and twenty-five curriculum materials centers in NCATE accredited teacher education institutions.⁵

The continuing growth of curriculum materials centers is a good indication of its importance among teacher educators and teacher education institutions. Most teacher educators consider the curriculum materials center an essential constituent in preparing well-trained teachers for today's demanding world of pedagogy. However, the absence of established standards or norms, which can be consulted for the purpose of sustaining and improving existing centers and in planning new ones, prevents many centers from fulfilling the purpose for which they were originally created. NCATE, the national accrediting body for teacher education programs in the United States, lead the way in providing standards that can be used to plan the future growth and developmer of curriculum materials centers.

Although this study is not intended as a blueprint for designing curriculum materials centers, the collected data indicate wide disparities

in resources, services, and physical facilities among the centers participating in the study. Perhaps, its findings will be useful in aiding education administrators, teacher educators, and education librarians in evaluating and establishing baseline indicators of effectiveness for the centers at their institutions.

PURPOSE OF THE STUDY

The purpose of the study was twofold: (1) to gather and analyze information of a descriptive nature about curriculum materials centers in NCATE accredited teacher education institutions, and (2) to determine the existing and the desired conditions by the staffs of curriculum materials centers in NCATE accredited teacher education institutions.

Descriptive data received from centers participating in the study were used to construct profiles of the centers based upon the student enrollment. A similar profile was also constructed for all participating institutions regardless of student enrollment. Institutions were categorized as follows:

1. Small (1 to 6,999 students)
2. Medium (7,000 to 11,999 students)
3. Large (12,000+ students)

An attitudinal survey, which addressed six major areas of concern for curriculum centers, was also conducted as part of the study. The areas of concern were determined using a comprehensive search of the literature and by the author's own knowledge and experience of many years as director of the curriculum materials center at the University of West Florida.

METHODOLOGY

The data gathering instrument was a two-part questionnaire. Part 1 sought information of a descriptive nature about the centers. Part 2 was an

attitudinal survey consisting of fifty statements regarding six major areas of concern about curriculum materials centers. The six areas of concern are policies/administration, funding, staffing, services, resources, and square footage of the centers. The subjects selected for the survey are the staff members responsible for the day-to-day operations of the curriculum materials centers in NCATE accredited teacher education institutions located in the United States.

The two-part questionnaire was mailed to the 525 teacher education institutions listed in the NCATE Annual List of Accredited Programs.⁶ Usuable responses were returned by 172 teacher education institutions resulting in a response rate of 32.8%.

Part I of the survey sought the following descriptive information: (1) average number of staff assigned to center; (2) average annual budgetary allocation; (3) campus agency having administrative control; (4) average size of collection; (5) average number of hours of service per week; (6) average size of the center; (6) location of the center; and (7) primary services performed by the center.

Part II of the survey asked respondents to mark two indicators for each of the fifty statements on the questionnaire. One indicator expressed the respondent's attitude about the existing condition at his/her center, and the other the respondent's perception of what conditions should exist. Using a Likert scale to measure attitudes, the respondents were asked to choose from one of the five following categories: (1) to a very large extent; (2) to a fairly large extent; (3) to a moderate extent; (4) to a slight extent; and (5) not at all. Each response was assigned a numeric weight from 1 to 5 with the higher numbers reflecting conditions viewed as the more favorable

condition. The objective was to determine whether the mean scores for the existing and desired conditions for each statement were statistically significant when the variables were paired, i.e., when the same respondent provided both answers for each of the fifty statements. The paired t-test was used to determine whether the differences found between the existing and the desired conditions were significant or due to sampling error. The .05 level of confidence was used to test for statistical significance. The survey format from the School Community Climate Survey Guide was used as a model in conducting the attitudinal survey.⁷

Of the 172 curriculum materials centers responding to the survey 94 were categorized as small, 30 as medium, and 48 as large. See Table 1 for details.

Table 1

Distribution of Curriculum Centers Based Upon Student Enrollment
of Responding Institutions

Student Enrollment	Number of Institutions	Percent
1 - 6,999	94	55%
7,000 - 11,999	30	17%
12,000+	48	28%
Total	172	100%

The descriptive data gathered from Part I of the study were used to construct profiles of the participating curriculum materials centers. Data for the profiles were arranged into the categories of small, medium, and large institutions depending upon the size of the student enrollment at the institution. An overall profile, which included the data received from all responding centers, was also constructed. The budgetary data represent

allocations received by the centers for the years 1986 - 1989. See Table 2 through Table 5 for details.

FINDINGS

Table 2

Profile for All Curriculum Materials Centers
Participating in the Survey

Mean annual book/media budget	\$10,317.96
Total mean number of staff	2.93
(a) Mean full-time professional staff	1.36
(b) Mean part-time professional staff	0.28
(c) Mean full-time paraprofessional/ clerical staff	0.73
(d) Mean part-time paraprofessional/ clerical staff	0.56
Mean number of holdings	27,031
(a) Mean print holdings	18,518
(b) Mean nonprint holdings	8,514
Total mean number of hours of service per week ...	80 hrs.
(a) Mean daytime hours per week	50 hrs.
(b) Mean nighttime hours per week	19 hrs.
(c) Mean weekend hours	11 hrs.
Mean square footage of center	3,592.6
Primary services provided by centers to users:	
(a) Curriculum materials	
(b) Reference and readers advisory services	
(c) Bibliographic instruction	
Campus agency having administrative responsibility for center:	
(a) University or college library	63.0%
(b) College or school of education	28.9%
(c) Audiovisual department	3.0%
(d) Curriculum center or department	2.9%
(e) Other	2.2%

Table 3

Profile for Curriculum Materials Centers
Located in Large Institutions

Mean annual book/media budget	\$18,313.90
Total mean number of staff	3.20
(a) Mean full-time professional staff	1.62
(b) Mean part-time professional staff	0.27
(c) Mean full-time paraprofessional/ clerical staff	0.77
(d) Mean part-time paraprofessional/ clerical staff	0.54
Mean number of holdings	31,973
(a) Mean print holdings	25,183
(b) Mean nonprint holdings	6,790
Total mean number of hours of service per week ...	101.2 hrs.
(a) Mean daytime hours per week	67.6 hrs.
(b) Mean nighttime hours per week	21.5 hrs.
(c) Mean weekend hours	12.1 hrs.
Mean square footage of center	3,536.7
Primary services provided to users:	
(a) Curriculum materials	
(b) Reference and readers advisory services	
(c) Microcomputer software and equipment	
Campus agency having administrative responsibility for center:	
(a) University or college library	55.3%
(b) College or school of education	38.4%
(c) Curriculum center or department	2.1%
(d) Other	4.2%

Table 4

Profile for Curriculum Materials Centers
Located in Medium Size Institutions

Mean annual book/media budget	\$8,863.16
Total mean number of staff	3.50
(a) Mean full-time professional staff	1.53
(b) Mean part-time professional staff	0.23
(c) Mean full-time paraprofessional/ clerical staff	1.07
(d) Mean part-time paraprofessional/ clerical staff	0.67
Mean number of holdings	33,237
(a) Mean print holdings	21,596
(b) Mean nonprint holdings	11,641
Total mean number of hours of service per week ...	80 hrs.
(a) Mean daytime hours per week	50 hrs.
(b) Mean nighttime hours per week	19 hrs.
(c) Mean weekend hours	11 hrs.
Mean square footage of center	3,592.6
Primary services provided to users:	
(a) Curriculum materials	
(b) Reference and readers advisory services	
(c) Bibliographic instruction	
Campus agency having administrative responsibility for center:	
(a) University or college library	66.7%
(b) College or school of education	23.4%
(c) Audiovisual department	6.6%
(d) Curriculum center or department	3.3%

Table 5

Profile for Curriculum Materials Centers
Located in Small Institutions

Mean amount of book/media budget	\$3,767.81
Total mean number of staff	2.11
(a) Mean full-time professional staff	0.93
(b) Mean part-time professional staff	0.33
(c) Mean full-time paraprofessional/ clerical staff	0.36
(d) Mean part-time paraprofessional/ clerical staff	0.49
Mean number of holdings	13,025
(a) Mean print holdings	8,771
(b) Mean nonprint holdings	4,254
Total mean number of hours of service per week ...	65.7 hrs.
(a) Mean daytime hours per week	39.7 hrs.
(b) Mean nighttime hours per week	16.3 hrs.
(c) Mean weekend hours	9.7 hrs.
Mean square footage of center	2,072.7
Primary services provided to users:	
(a) Curriculum materials	
(b) Reference and readers advisory services	
(c) Bibliographic instruction	
Campus agency having administrative responsibility for center:	
(a) University or college library	67.0%
(b) College or school of education	25.0%
(c) Curriculum center or department	3.4%
(d) Audiovisual department	2.3%
(e) Other	2.3%

The data indicate that the mean budgetary allocation for centers at large institutions (\$18,313.90) exceeds the amount allocated for centers at medium size institutions (\$8,863.16) by approximately \$10,000 a year; nevertheless, the mean number of holdings of centers at medium size institutions (33,237) have on the average 1,264 more items than those of

centers at large institutions (31,973). The mean number of holdings of centers at small institutions (13,025) is approximately 19,500 less than those of centers at either medium or large institutions. The mean number of staff (3.6) assigned to centers at large institutions is slightly greater than the staff (3.5) assigned to centers at medium size institutions. The mean number of staff assigned to centers at small institutions is 2.08. Centers at large institutions are open for service 101.2 hours a week as compared to 80 hours a week at medium size institutions and 65.7 hours a week at small institutions. The mean square footage encompassed by large and medium institutions are very comparable, 3536.7 sq. ft. and 3592.6 sq. ft.; however, the mean square footage of centers at small institutions is only 2,072.7 sq. ft.

Sixty-three percent of the respondents identified the library as the agency having major administrative responsibility for the curriculum materials center at their institutions. The college or school of education was a distant second with less than 29%. Teacher education institutions should remember that even though the curriculum materials center is located in a college or university library close involvement in its operations by the education faculty is required if a center is to become an influential force in the teacher preparatory program of the institution. The respondents indicate the most important service performed is making curriculum materials available to users. The second most important service is providing reference and readers advisory service to users. Centers at medium and small institutions indicate bibliographic instruction as the third most important service performed while centers at large institutions indicate providing computer software and equipment for users as the most important service.

The following attitudinal survey includes the compiled mean for both the desired and existing conditions for all curriculum materials centers participating in the survey and the mean difference determined between the desired and existing condition for statement on the questionnaire.

ATTITUDINAL SURVEY

Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
-----1-----	-----2-----	-----3-----	-----4-----	-----5-----

	<u>Desired</u>	<u>Exists</u>	<u>Diff.</u>
<u>Policies/Administration</u>			
1) There is a mission statement for our curriculum materials center.	<u>4.40</u>	<u>2.77</u>	<u>1.63</u>
2) The goals and objectives of our curriculum materials center are compatible with those of our teacher education program.	<u>4.68</u>	<u>4.03</u>	<u>0.65</u>
3) The lines of authority are clearly defined for our curriculum materials center.	<u>4.72</u>	<u>4.05</u>	<u>0.67</u>
4) There are written operational policies for our curriculum materials center.	<u>4.55</u>	<u>3.46</u>	<u>1.09</u>
5) All full-time staff members have written job descriptions.	<u>4.69</u>	<u>3.89</u>	<u>0.80</u>
6) There is a written policy for collection development.	<u>4.55</u>	<u>2.99</u>	<u>1.56</u>
<u>Budget</u>			
7) The curriculum materials center is a fully recognized budgetary item.	<u>4.72</u>	<u>3.46</u>	<u>1.26</u>
8) The budget adequately supports the number and range of programs served by the curriculum materials center's collection.	<u>4.78</u>	<u>2.95</u>	<u>1.83</u>

9) Staffing needs for service, collection development, and collection maintenance are fully met by our budget.	<u>4.71</u>	<u>2.94</u>	<u>1.77</u>
10) The budget provides funds for salaries which will attract and reward qualified personnel.	<u>4.60</u>	<u>2.76</u>	<u>1.84</u>
11) The director or designated head of the curriculum materials center controls and expends the book/media budget.	<u>4.55</u>	<u>3.73</u>	<u>0.82</u>
<u>Personnel</u>			
12) A professional employee designated as the director or head of the curriculum materials center is responsible for its administration, supervision, and services.	<u>4.67</u>	<u>4.01</u>	<u>0.66</u>
13) Professional staff are available to provide reference service, classify and catalog materials, instruct users in the use of materials, supervise support staff and students aids, etc.	<u>4.68</u>	<u>3.69</u>	<u>.99</u>
14) Paraprofessional staff is available to provide routine clerical tasks and service to users.	<u>4.49</u>	<u>3.08</u>	<u>1.41</u>
15) Graduate assistants and/or student aids are used as additional support staff.	<u>4.32</u>	<u>3.69</u>	<u>0.63</u>
16) The director or head of the curriculum materials center is educated and trained in library science and/or education.	<u>4.78</u>	<u>4.44</u>	<u>0.34</u>
17) The size of our staff is adequate for its assigned workload.	<u>4.75</u>	<u>3.22</u>	<u>1.53</u>
18) Continuing education and staff development opportunities are provided for our staff members.	<u>4.55</u>	<u>3.18</u>	<u>1.37</u>
19) Performance-based evaluations of staff members are conducted at regular intervals.	<u>4.57</u>	<u>3.82</u>	<u>0.75</u>
20) Provisions for retention and/or tenure are provided for our professional staff.	<u>4.50</u>	<u>3.44</u>	<u>1.06</u>

Service

21)	The curriculum materials center is open a sufficient number of hours a week to meet the users needs.	<u>4.79</u>	<u>4.12</u>	<u>0.67</u>
22)	The curriculum materials centers is open some nights and weekends.	<u>4.64</u>	<u>3.86</u>	<u>0.78</u>
23)	A complete catalog of the curriculum materials center's holdings is available to users.	<u>4.70</u>	<u>3.83</u>	<u>0.87</u>
24)	Group instruction sessions are provided to aid and inform users about available services, resources, and equipment.	<u>4.57</u>	<u>3.64</u>	<u>0.93</u>
25)	The curriculum materials center provides some education reference service to users.	<u>4.44</u>	<u>3.62</u>	<u>0.82</u>
26)	Equipment for previewing audiovisual resources is available for users.	<u>4.66</u>	<u>3.92</u>	<u>0.74</u>
27)	Subject bibliographies of education holdings are provided to inform and aid users in locating and using education materials.	<u>4.24</u>	<u>3.05</u>	<u>1.19</u>
28)	Copiers are available for copying print and microform materials.	<u>4.61</u>	<u>3.78</u>	<u>0.83</u>
29)	Typewriters are available in the curriculum materials center for users.	<u>2.84</u>	<u>2.03</u>	<u>0.81</u>
30)	Microcomputers are available in the curriculum materials center for instruction and research purposes.	<u>4.08</u>	<u>2.86</u>	<u>1.22</u>
31)	Online database searches are provided by curriculum materials center staff for users.	<u>3.43</u>	<u>2.15</u>	<u>1.28</u>
32)	Community in-service teachers are allowed to borrow materials from the center's collection.	<u>4.14</u>	<u>3.87</u>	<u>0.27</u>

Collections

33)	The number of items in the curriculum materials center collection is adequate for the number of students enrolled and for the education programs offered.	<u>4.82</u>	<u>3.54</u>	<u>1.28</u>
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34) The curriculum materials center's collection includes elementary and secondary school textbooks, workbooks, teacher guides handbooks, curriculum guides, audiovisual resources, activity books, and other kinds of instructional media.	<u>4.86</u>	<u>4.40</u>	<u>0.46</u>
35) A select list of standardized tests is included in the center's collection.	<u>3.96</u>	<u>2.90</u>	<u>1.06</u>
36) Computer-assisted-programs for various subject areas are included in the center's collection.	<u>4.13</u>	<u>2.49</u>	<u>1.64</u>
37) Children's literature is included as part of the collection.	<u>4.17</u>	<u>3.47</u>	<u>0.70</u>
38) A collection of historical (old) textbooks is included as part of the collection.	<u>3.02</u>	<u>2.37</u>	<u>0.65</u>
39) A select list of education and education related periodicals is included as part of the collection.	<u>3.45</u>	<u>2.63</u>	<u>0.82</u>
40) A select list of education and education related reference books is included as part of the collection.	<u>3.65</u>	<u>2.68</u>	<u>0.97</u>
41) The collection is evaluated on a regular basis and adjustments made to meet changing needs.	<u>4.68</u>	<u>3.71</u>	<u>0.97</u>

Facilities

42) The facilities are large enough to serve the present and projected programs and number of users.	<u>4.78</u>	<u>3.46</u>	<u>1.32</u>
43) Adequate shelving and storage space are available for resources and equipment.	<u>4.75</u>	<u>3.25</u>	<u>1.50</u>
44) Facilities can adequately accommodate handicapped users and staff.	<u>4.76</u>	<u>3.59</u>	<u>1.17</u>
45) Facilities are functional, inviting, and conducive to study and research.	<u>4.81</u>	<u>3.78</u>	<u>1.03</u>
46) Adequate working and office space is available for the director or head of the curriculum materials center.	<u>4.72</u>	<u>3.31</u>	<u>1.41</u>

47) Private office space is available for the director or head of the curriculum materials center.	<u>4.54</u>	<u>3.29</u>	<u>1.25</u>
48) A classroom or conference room is available for group meetings, lectures, or workshops.	<u>4.49</u>	<u>2.98</u>	<u>1.51</u>
49) There are provisions for the security of personnel, holdings, and equipment.	<u>4.73</u>	<u>3.59</u>	<u>1.14</u>
50) Facilities provide for effective use of most types of media, e.g., videocassettes, recordings, audiocassettes, microforms, microcomputer software.	<u>4.56</u>	<u>3.30</u>	<u>1.26</u>

The paired t-test, which was used to analyze the collected data from the attitudinal survey, indicates that significant differences exist at the ($p=.05$) level of probability between existing and desired conditions for each of the fifty statements on the questionnaire. The mean for the "existing" condition was greater than the mean for the "desired" condition for each of the fifty statements.

Statements having mean differences of 1.25 or greater and also having mean scores of less than 3.0 for the existing condition are analyzed because these conditions seem to illustrate today's major areas of concern for the curriculum materials center. See Table 6 for details.

Mean differences greater than 1.25 were found for two of the six statements addressing policies/administration concerns of curriculum materials centers. The existence of a mission statement and a written policy for collection development for the curriculum materials centers have mean differences of 1.63 and 1.56. The mean scores of 2.77 and 2.99 for the "existing" conditions are both below the "to a moderate extent" range.

Three of the five statements regarding budget concerns have mean differences greater than 1.25, and the mean differences for the three statements

are the highest recorded by the questionnaire. The statements deal with funding for salaries, budgetary support for the number and range of programs served, and staffing needs and have mean differences of 1.84, 1.83, and 1.77. The mean scores of 2.76, 2.95, and 2.94 for the "existing" conditions are all below the "to a moderate extent" range.

There are no mean differences of 1.25 or greater nor "existing" conditions having mean scores of less than 3.0 for the nine statements regarding personnel concerns on the questionnaire.

One of the eleven statements regarding service concerns has a mean difference exceeding 1.25 with a mean score of less than 3.0 for the "existing" condition. The statement deals with providing of online database searching to users by curriculum center staff. The mean difference for this statement is 1.28. The mean score for the "existing" condition is 2.15 which is well below the "to a moderate extent" range.

In the area of collection concerns, one of the nine statements has a mean difference greater than 1.25 with a mean score of less than 3.0 for the "existing" condition. The statement refers to having computer-assisted programs for subject classifications within a center's collection. The statement has a mean difference of 1.64. The mean score of 2.49 for this "existing" condition is also well below the "to a moderate extent" range.

One of the nine statements regarding physical facilities concerns has a mean difference greater than 1.25 with a mean score of less than 3.0 for the "existing" condition. The statement refers to the availability of a classroom or conference room for group meetings, lectures, and workshops. A mean difference of 1.51 was determined for this statement; however, the mean score of 2.98 for the "existing" condition is only slightly below the "to a

moderate extent" range.

Table 6

Statements Having Mean Differences Of 1.25+ Between The Desired And Existing Conditions And Have Mean Scores Of Less Than 3.0 For The Existing Condition

Questionnaire Number	Desired Means	Existing Means	Obtained Mean Difference
#1	4.40	2.77	1.63
#6	4.55	2.99	1.56
#8	4.78	2.95	1.83
#9	4.71	2.94	1.77
#10	4.60	2.76	1.84
#31	3.43	2.15	1.28
#36	4.13	2.49	1.64
#48	4.49	2.98	1.51

Discussions and Conclusion

The results of the study indicate that a significant difference exists between each "existing" and "desired" condition as defined by the fifty statements on the questionnaire, and the differences for the statements displayed in Table 6 are the most conspicuous.

The majority of the 172 curriculum materials centers participating in the study are found in one location on campus. The administrative responsibility for the centers lies primarily with the college or university libraries. Clark emphasized that whatever its formal administrative lines, and its relationships to other agencies, the curriculum materials center should be a cooperative venture of the library and the college of education.⁸ A cogent statement that should be embraced by all curriculum materials center personnel and teacher educator.

Financial support for salaries, programs, and staffing is considered

inadequate or mediocre at best by the majority of respondents. James's in her 1963 research of curriculum materials centers indicates that teacher education institutions realize the value of the curriculum center, its resources, facilities, and competent leadership in promoting experimentation and study in curriculum development for both preservice and in-service teachers; however, they have not adequately provided the conditions whereby these facilities and services are made available.⁹ There seems little indication that the budgetary constraints mentioned by James in 1963 have improved significantly twenty years later.

The respondents want computer programs as part of the center's collection which indicates their willingness to assist the preservice teachers in meeting the technological challenges which they are facing in this new electronic age. Computer technology is an instructional instrument that teachers will be required to master if they are to remain proficient. Hofmeister realized that preparing computer literate teachers is an important task and concluded that the impact of the microcomputer on education parallels its impact on society.¹⁰ Teachers and librarians must be willing and able to assist students in obtaining knowledge and expertise in this medium of the future.

The availability of a classroom or conference room for group meetings, lectures, and workshops is viewed as an important aspect by many respondents. Drag in his research indicated that sufficient space should be provided not only to store all types of materials, the resource and enrichment as well as the audiovisual, but also to provide for the practice of curriculum discussion groups, curriculum study of research efforts, and curriculum production activities is yet to be attained by most curriculum materials centers more

than forty year after he completed his study.¹¹ The respondents surprisingly did not indicate any serious personnel problems.

A strong commitment by national and state accrediting agencies and teacher education institutions is needed towards recognizing the importance of the curriculum materials center in preparing competent and skillful teachers. Accrediting agencies and teacher education institutions should collaborate in developing specific standards for curriculum materials centers similar to those included in the Media Programs: District and School which were developed by the American Association of School Librarians and the Association for Educational for Communications and Technology for elementary and secondary school media centers.¹² It seems incumbent upon all agencies charged with accrediting teacher education programs to ensure that the programs have achieved the highest standard of quality including such support services as the curriculum materials center and the library.

Notes

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3. B. E. Leary, "Curriculum Laboratories and Divisions: Their Organization and Function in State Departments of Education, City School Systems, and Institutions of Higher Education," Bulletin 1937, No.7. (Washington, D.C.: U.S. Government Printing Office), p.32.
4. Marian L. James, "The Curriculum Laboratory in Teacher Education Institutions: Its Essential Characteristics," (Doctoral Dissertation, University of Connecticut, 1963), p.19.
5. Ronald C. Toifel, "Curriculum Materials Centers in Teacher Training Institutions: A Comparative Study to Determine Existing and Desired Conditions," (Doctoral Dissertation, Florida State University, 1990), p.29.
6. National Council for the Accreditation of Teacher Education, NCATE Thirty-fourth List of Accredited Programs 1987-1988, (Washington, D.C.: NCATE, 1988), p.51.
7. Ottolee R. Mills and David L. Hamilton, School Community Climate Survey Guide, (Columbus, Oh: Battelle, 1976), p.10.
8. Alice S. Clark, Managing Curriculum Materials in the Academic Library, (Metuchen, N.J.: Scarecrow, 1982), p.28.
9. James, op. cit., p.8.
10. Alan M. Hofmeister, Microcomputer Applications in the Classroom, (New York, N.Y.: Holt, Rinehart, and Winston, 1984,) 1/p.5.
11. Francis L. Drag, "Curriculum Laboratories in the United States: A Research Study," (Doctoral Dissertation, Stanford University, 1946), p.110.
12. American Association of School Librarians and Association for Educational Communications, Media Programs: District and School, (Washington, D.C.: American Association of School Librarians and Association for Educational Communications, 1975).